

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Southeast Missouri State University**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Southeast Missouri State University						
Institution Code	6655						
State	Missouri						
Number of Program Completers Submitted	301						
Number of Program Completers found, matched, and used in passing rate Calculations¹	292						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							

Principles Learning & Teaching 5-9	523	8			135	133	99%
Academic Content Areas							
Education in the Elementary School	010	4			36	35	97%
Elem Ed Curr Instruc Assessment	011	140	133	95%	1614	1547	96%
Early Childhood Education	020	29	29	100%	256	256	100%
English Language and Literature	040	1			14	14	100%
Eng Lang Lit Comp Content Knowledge	041	8			172	168	98%
Mathematics: Content Knowledge	061	11	11	100%	126	123	98%
Social Studies: Content Knowledge	081	14	14	100%	276	269	97%
Physical Ed: Content Knowledge	091	12	10	83%	166	144	87%
Business Education	100	8			77	77	100%
Music Content Knowledge	113	13	12	92%	129	122	95%
Art Content Knowledge	133	2			75	75	100%
Spanish Content Knowledge	191	5			52	45	87%
Biology Content Knowledge Part 1	231	7			92	90	98%
Chemistry Content Knowledge	241	2			11	10	91%
Other Content Areas							
Technology Education	050	1			11	10	91%
Speech Communication	220	2			35	35	100%
Teaching Special Populations							
Speech-Language Pathology	330	17	17	100%	112	111	99%
Special Education	350	10	10	100%	207	207	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Southeast Missouri State University					
Institution Code	6655					
State	Missouri					
Number of Program Completers Submitted	301					
Number of Program Completers found, matched, and used in passing rate Calculations¹	292					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	8			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	256	245	96%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	3			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	27	27	100%	319	318	100%

Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	296	281	96%	3678	3553	97%

¹The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

²Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **955**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **319**

3. Please provide the numbers of supervising faculty who were:

3 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

3 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

15 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **21**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **15**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **16**. The total number of hours required is **560** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Southeast Missouri State University is a regional comprehensive institution of higher education that derives its authority from the people of Missouri through the Missouri State Legislature. While serving the region, state, nation, and world, the University maintains a strong commitment to the diverse twenty-five counties of southeast Missouri. As a multi-purpose institution, the University achieves its educational goals through the offering of degree programs and other learning experiences to its varied constituents. Recognizing its responsibility for excellence in teaching and student learning, the University supports a wide array of on- and off-campus instructional, research, and public service programs that address the intellectual, professional, personal, social, and cultural needs of its constituent groups.

Office of the Provost

February 17, 2000

2. Educational Philosophy

3. Conceptual Frameworks

Southeast Missouri State University College of Education Conceptual Framework for the Preparation of Teachers, Counselors, and Administrators and Statement of Philosophy

Southeast Missouri State University has built its teacher education programs upon certain fundamental principles:

First, professional teachers are caring, reflective, and knowledgeable of the human condition, the world, and the subject matter they profess to teach. Teachers must know and understand the physical, psychological, social, and aesthetic dimensions of human life and their implications for ethics, culture, human values and perceptions. They must understand the diverse social, cultural, political, and physical environments in which human life exists and be able to create instructional opportunities that are adapted to the diverse learner. Teachers must understand and be able to communicate the essential knowledge, ideas, concepts, questions, arguments and methods of her or his teaching field. Teachers must recognize the importance of and be able to effect long range curricular planning, its implementation and assessment. They must understand the various local, state and national standards that guide education today. Competent, reflective and professional teachers must be well versed in the methods of inquiry in their academic discipline as well as in terms of teaching. The principal sources of this knowledge are the experiences of the teacher, a sound liberal education, and for those who teach in the secondary school, a thorough grounding in the academic discipline that they teach.

Second, competent, caring, reflective professional teachers must be skilled in the art of teaching. To teach is to make it possible for someone else to learn something in a particular setting. The understanding of effective verbal, non-verbal, and media communication is integral to this process, as is an understanding of student learning and development so as to provide learning opportunities that meet the intellectual, social and personal needs of all students. Developing the necessary skills of teaching requires the investigation of (a) the components of the act of teaching; (b) motivating and managing humans involved in learning; 8 the means to facilitate and assess both the teaching and the learning to ensure the continuous development of the student. It means acquiring the knowledge of and ability to use continuously changing information technology in the classroom. It means a thorough understanding of the historical, philosophical, and social contexts of education and schooling in American society; the individual characteristics of learners and gauging their respective abilities to learn; and the role of the family, community and other influences on learning and teaching. Cultivating the skills of teaching through observation involves more than merely viewing the act of teaching; it also means being able to draw connections between what is studied about the act and what is observed - being able to connect theories of teaching and human development with the

practices associated with both. Becoming a skillful teacher through experience requires application of and reflection on the knowledge of human development, of the subject to be taught, and of teaching itself.

Third, competent, caring, reflective professional teachers are active learners who strive to make active, literate and reflective learners of his or her students. Active learning means to expand, refine, and enrich that which one knows by constantly seeking to know more about the world and others; reflective learning means to engage one's knowledge about the world and others critically and analytically. Literate teachers who are active and reflective learners serve as excellent role models for their students. Teachers who understand what it takes to learn and reflect actively are better able to produce students who are active and reflective learners.

Although these principles underpin the preparation of professional teachers here at Southeast, we also believe strongly that they are not sufficient for achieving the goal of producing professional teachers - it is only under the actual conditions of teaching that one can become a competent, caring, reflective education professional. Nevertheless, important steps toward that ultimate goal can be taken by cultivating the program's principles in actual classroom settings under the guidance of master teachers. Prospective teachers thus ought to have experience with progressively more complex teaching situations, from aiding a teacher to having full responsibility for a classroom of students, as an integral part of their undergraduate teacher education program.

Southeast recognizes that increasingly most teachers will have more than one degree. Every effort is made to influence the professional teacher to be a continuous learner. Graduate teacher education seeks to assist graduate students in education further their knowledge and understanding of the art of teaching, of the subjects that they teach, of the nature of curriculum and pedagogy, of the learner and human development and of the place of school as an institution in the life of our society.

In addition to forming the foundation of the teacher education programs at Southeast, the principles of competent, caring, reflective, and professional teaching also underlie the graduate programs in Educational Administration and Counseling. The knowledge and understanding of teaching that comes from adhering to these principles constitutes an intellectual milieu for clearly comprehending the problems of school administration and counseling. It is the habit of active and reflective learning, moreover, that enables these professional educators to deal effectively with the principles of teaching as well as with the fundamental principles of each of these professional educational programs.

A competent, professional school administrator is an educational leader skilled in the arts of leadership, management, and policy development. To lead is to go before to show the way; to manage is to direct or administer; and to develop policy is to prepare and recommend a guiding principle or course of action to be adopted toward an objective or objectives. Like other administrators, a school administrator must be able to balance these arts so that the institution can function as intended. Unlike a business, however, a school does not produce a tangible product, except as the results of learning are manifest in the application of knowledge and skills by its graduates. Furthermore, the primary employees of the school - teachers - are professionals in their own right and are thus colleagues with the administrator in the effort to educate the young.

Yet, the responsibility for the achievement of that end and for the operation of the school rests with the administrator. Hence, while a school administrator ought to work cooperatively with his or her fellow educators in establishing the programmatic objectives of the institution, he or she must see that those objectives remain uppermost in the minds of everyone in the school, that they are translated into procedures for the school, and that they are supported by sufficient personnel and material resources to be achievable. For the public school administrator, these responsibilities are carried out in a public arena where the citizens of the community, as represented by the board of education, have the final say in making and implementing educational policy.

A school administrator is an educational leader who promotes the success of all students by: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; ensuring management of

the organization, operations, and resources for a safe, efficient, and effective learning environment; collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; acting with integrity, fairness, and in an ethical manner; and understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context of the institution.

Like skill in the art of teaching, skill in the art of school administration evolves from study, observation, and experience. The study of school administration is based on an examination of the diverse historical, philosophical, and social contexts of education and schooling. Built upon that knowledge and upon skill in the effective use of information technology, it then proceeds to an investigation of (a) the ways of effectively leading the instructional process, from the establishment of programmatic objectives to the supervision of the act of teaching; (b) financing, operating, and maintaining schools; and, particularly for the school superintendent, developing and implementing educational policies. This knowledge, garnered in the graduate classroom, must be connected to observations of an administrator at work and then applied in the act of administering a school or school system.

A competent, caring, reflective professional school counselor is skilled in the art of fostering healthy psychological development and enhancing the learning and social environment of students. The counselor offers the intellectual and emotional support that assists students in developing the necessary skills to become productive citizens. The school counselor guides students in learning to explore options in life and in understanding and accepting responsibility for themselves and the consequences of their actions. The counselor complements and unifies the efforts of the family, the community, and the school faculty and administration on the student's behalf.

The art of school counseling evolves from study, observation, and experience. It builds upon the knowledge of the diverse historical, philosophical, and social contexts of school learning and counseling. The study of school counseling includes an in-depth examination of the physical, intellectual, and psychological growth of human beings, of the diversity of how and under what conditions they learn, how learning progresses into the higher education environment, how cultural diversity impacts students, and the means by which human psychological growth is fostered and evaluated.

The study of the guidance dimension of counseling requires investigating the (a) means and resources needed for career preparation; (b) goals, objectives, and organization of curricula; (c) ways and means of planning and implementing school guidance programs, including the effective uses of information technology; (d) methods and resources for consultation about the well-being of the student; and (e) utilization of appropriate legal, ethical, and professional standards. This knowledge must then be applied to the observation of counselors at work and to actual counseling experiences.

The faculty of the College of Education at Southeast Missouri State University have designed professional education programs that recognize the potential demands of the 21st century. Each program promotes the principles of competent, caring, reflective, professional practice in teaching, school administration, and guidance and counseling, respectively. Each program contains a carefully organized and integrated sequence of courses in which knowledge and skills learned at one level serve as a foundation for further learning and reflection at subsequent levels. Each program blends theory and practice in progressively complex field experiences. Each infuses technology in increasingly complex dimensions into student experiences and learning. Each places a priority on increasing the number of candidates who are representative of the diverse rural and urban communities that the university serves. Finally, to ensure the development of competent, caring, reflective practitioners, each program is built around a performance-based model. These models are standards-based and include the Missouri Performance Based Teacher Evaluation, the Missouri Standards for Teacher Education Programs, the Performance Standards for Education Professionals, INTASC, NCATE standards, and specialty area and national board standards. School administration programs use the Missouri Department of Elementary and Secondary Education's Education Leadership Competencies, ISSLIC, and those of the appropriate administrator assessment center. The guidance and counseling program uses the Missouri Department of Elementary and Secondary Education's Competencies for Counselors and the Standards of the Council on Accreditation of Counseling and related Educational Programs.

All of these professional education programs contribute to meeting the educational challenges of the 21st century by working with others in the university and the region to produce caring, reflective, and competent teachers. Southeast Missouri State University is dedicated to continuing a proud tradition of producing quality educators who have and will continue to shape the future of their communities, their state, and their nation through their dedicated, selfless devotion to students and education.

4. Program completers who teach in the private schools and out of state

Private Schools: N/A

Out-of-State Schools: 2